

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### KINDERGARTEN

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts	1	Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	R-R5 PO1
	2	Hold a book right side up and turn pages in the correct direction.	R-R5 PO1
	3	Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	R-R5 PO1
	4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	R-R5 PO1
	5	Distinguish between printed letters and words.	R-R5 PO1
	6	Recognize that spoken words are represented in written language by specific sequences of letters.	R-R5 PO1
	7	Recognize the concept of words by segmenting spoken sentences into individual words.	R-R5 PO1
	8	Demonstrate the one-to-one correlation between a spoken word and a printed word.	R-R5 PO1
2. Phonemic Awareness	1	Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	*
	2	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).	*
	3	Orally produce groups of words that begin with the same initial sound (alliteration).	*
	4	Blend two or three spoken syllables to say words.	*
	5	Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	*
	6	Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	*
	7	Identify the initial and final sounds (not the letter) of a spoken word.	*
	8	Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	*
3. Phonics	1	Identify letters of the alphabet (upper and lower case).	R-R4 PO1
	2	Recognize that a new word is created when a specific letter is changed, added, or removed.	R-R4 PO1
	3	Say letter sounds represented by the single-lettered consonants and vowels.	R-R4 PO1 R-R5 PO4

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CONCEPT	PO	ITEM DESCRIPTION	1996 AZ ACADEMIC CONTENT STANDARD
<b>4. Vocabulary</b>	1	Determine what words mean from how they are used in a sentence, heard or read.	*
	2	Sort familiar words into basic categories (e.g., colors, shapes, foods).	*
	3	Describe familiar objects and events in both general and specific language.	*
<b>5. Fluency</b>	1	<i>(Grades 1-12)</i>	
<b>6. Comprehension</b>	1	Make predictions based on title, cover, illustrations, and text.	R-R2 PO1 R-R5 PO2
	2	Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	R-R5 PO3

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READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	*
	2	Identify elements of a story, including characters, setting, and key events.	R-R1 PO1
	3	Retell or re-enact a story, placing the events in the correct sequence.	R-R1 PO2
	4	Determine whether a literary selection, that is heard, is realistic or fantasy.	*
2. Historical and Cultural Aspects of Literature	1	(Grades 1-12)	

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READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the purpose for reading expository text.	*
	2	Restate facts from listening to expository text.	R-R3 PO1
	3	Respond appropriately to questions based on facts in expository text, heard or read.	R-R3 PO1
2. Functional Text	1	Sequentially follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	*
	2	Identify signs, symbols, labels, and captions in the environment.	*
3. Persuasive Text	1	(Grades 3-12)	

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### GRADE 1

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts	1	Alphabetize a series of words to the first letter.	*
	2	Distinguish between uppercase and lowercase letters.	*
	3	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	*
	4	Identify the title, author, and table of contents of a book.	*
2. Phonemic Awareness	1	Generate a series of rhyming words, including consonant blends.	*
	2	Orally segment a multi-syllable word into its syllables.	*
	3	Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i> ).	*
	4	Distinguish between initial, medial, and final sounds in single-syllable words.	R-F1 PO1
	5	Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).	*
	6	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	*
	7	Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).	*
	8	Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).	*
3. Phonics	1	Decode regularly spelled two-syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"><li>• Single letters (consonants and vowels),</li><li>• Consonant blends (e.g., bl, st, tr),</li><li>• Consonant digraphs (e.g., th, sh, ck), and</li><li>• Vowel digraphs and diphthongs (e.g., ea, ie, ee).</li></ul>	R-F2 PO1
	2	Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.	R-F2 PO1
	3	Use knowledge of base words to identify compound words.	R-F2 PO1
	4	Read words with common spelling patterns (e.g., -ite, -ill, -ate).	R-F2 PO1

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### GRADE 1

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
	5	Recognize high frequency words and irregular sight words.	R-F2 PO1
	6	Read common contractions fluently (e.g., I'm, I'll, can't).	R-F2 PO1
	7	Use knowledge of word order (syntax) and context to confirm decoding.	R-F2 PO1
<b>4. Vocabulary</b>	1	Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i> ).	R-F2 PO1
	2	Classify common words into conceptual categories (e.g., animals, foods, toys).	R-F2 PO1
	3	Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).	R-F2 PO1
	4	Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	R-F2 PO1
<b>5. Fluency</b>	1	Consistently read grade-level text with at least 90 percent accuracy.	*
	2	Read aloud with fluency in a manner that sounds like natural speech.	*
<b>6. Comprehension</b>	1	Predict what might happen next in a reading selection.	R-F3 PO3
	2	Relate information and events in a reading selection to life experiences and life experiences to the text.	R-F3 PO3

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READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Identify the plot of a literary selection, heard or read.	R-F4 PO1 R-F5 PO4
	2	Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.	R-F4 PO3
	3	Sequence a series of events in a literary selection, heard or read.	R-F4 PO2
	4	Determine whether a literary selection, heard or read, is realistic or fantasy.	R-F5 PO2
	5	Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	R-F5 PO2
2. Historical and Cultural Aspects of Literature	1	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	R-F5 PO1 R-F8 PO1 R-F8 PO2 R-F8 PO3

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READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the topic of expository text, heard or read.	*
	2	Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	R-F3 PO2
	3	Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.	*
2. Functional Text	1	Follow a set of written multi-step directions with picture cues to assist.	R-F7 PO1
	2	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.	R-F7 PO1
	3	State the meaning of specific signs (e.g., traffic, safety, warning signs).	R-F6 PO1 R-F7 PO2
3. Persuasive Text	1	(Grades 3-12)	

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### GRADE 2

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts	1	Alphabetize a series of words to the second letter.	*
	2	<i>Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).</i>	*
2. Phonemic Awareness	1	<i>Orally segment a multi-syllable word into its syllables.</i>	*
	2	Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	*
	3	Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	*
3. Phonics	1	Read multi-syllabic words fluently, using letter-sound knowledge.	R-F2 PO1
	2	Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	R-F2 PO1
	3	Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	R-F2 PO1
	4	Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	R-F2 PO1
	5	Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.	R-F2 PO1
	6	<i>Recognize high frequency words and irregular sight words.</i>	R-F2 PO1
	7	<i>Read common contractions fluently (e.g., haven't, it's, aren't).</i>	R-F2 PO1
	8	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	R-F2 PO1
	9	<i>Use knowledge of word order (syntax) and context to confirm decoding.</i>	R-F2 PO1
4. Vocabulary	1	Identify simple prefixes. (e.g., un-, re-) to determine the meaning of words.	R-F2 PO1
	2	Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	R-F2 PO1
	3	Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	R-F2 PO1
	4	Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	R-F2 PO1
	5	Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).	R-F2 PO1

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CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
	6	<i>Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</i>	R-F2 PO1
	7	Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	R-F2 PO1
<b>5. Fluency</b>	1	<i>Consistently read grade level text with at least 90 percent accuracy.</i>	*
	2	Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	*
	3	Use punctuation, including commas, periods, and question marks to guide reading for fluency.	*
<b>6. Comprehension</b>	1	<i>Predict what might happen next in a reading selection.</i>	R-F3 PO3
	2	Compare a prediction about an action or event to what actually occurred within a text.	R-F3 PO3
	3	Ask relevant questions in order to comprehend text.	*
	4	<i>Relate information and events in a reading selection to life experiences and life experiences to the text.</i>	R-F3 PO3

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READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	R-F4 PO1 R-F5 PO1 R-F8 PO1
	2	Describe characters (e.g., traits, roles, similarities) within a literary selection.	R-F4 PO3
	3	Sequence a series of events in a literary selection.	R-F3 PO2 R-F4 PO2
	4	Identify cause and effect of specific events in a literary selection.	R-F3 PO4
	5	Identify words that the author selects in a literary selection to create a graphic visual experience.	*
	6	Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	R-F5 PO3
	7	Identify differences between fiction and nonfiction.	R-F3 PO5 R-F5 PO2 R-F5 PO4
2. Historical and Cultural Aspects of Literature	1	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	R-F8 PO1 R-F8 PO2

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STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the main idea in expository text.	R-F4 PO1
	2	Locate facts in response to questions about expository text.	*
	3	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. ( <u>Connected to Research Strand in Writing</u> )	*
	4	Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. ( <u>Connected to Research Strand in Writing</u> )	*
	5	Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. ( <u>Connected to Research Strand in Writing</u> )	*
2. Functional Text	1	Follow a set of written multi-step directions.	R-F7 PO1
	2	Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.	R-F7 PO1
	3	State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).	R-F6 PO1 R-F7 PO2
3. Persuasive Text	1	(Grades 3-12)	

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### GRADE 3

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts	1	Alphabetize a series of words to the third letter.	*
	2	Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	*
2. Phonemic Awareness		(Grades K-2)	
3. Phonics	1	<i>Read multi-syllabic words fluently, using letter-sound knowledge.</i>	R-F2 PO1
	2	Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	R-F2 PO1
	3	Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"><li>that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable),</li><li>with final consonants that need to be doubled when adding an ending (e.g., hop/hopping),</li><li>that require changing the final y to i (e.g., baby/babies),</li><li>that end in -tion, -sion, (e.g., election, vision),</li><li>with complex word families (e.g., -ight, -ought); and</li><li>that include common prefixes, suffixes and root words.</li></ul>	R-F2 PO1
	4	<i>Read common abbreviations (e.g., Wed., Sept.) fluently.</i>	R-F2 PO1
	5	<i>Recognize high frequency words and irregular sight words.</i>	R-F2 PO1
	6	<i>Use knowledge of word order (syntax) and context to confirm decoding.</i>	R-F2 PO1
4. Vocabulary	1	Use knowledge of prefixes (e.g., un-, re-, in-, dis-) to determine the meaning of words.	R-F2 PO1
	2	Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	R-F2 PO1
	3	<i>Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).</i>	R-F2 PO1
	4	<i>Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</i>	R-F2 PO1
	5	<i>Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</i>	R-F2 PO1
	6	Determine the meaning of common synonyms, antonyms, and homographs.	R-F2 PO1

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	7	Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus (and CD-ROM and Internet when available).	R-F2 PO1
<b>5. Fluency</b>	1	<i>Consistently read grade-level text with at least 90 percent accuracy.</i>	*
	2	Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	*
<b>6. Comprehension</b>	1	Predict events and actions, based upon prior knowledge and text features.	R-F3 PO3
	2	<i>Compare a prediction about an action or event to what actually occurred within a text.</i>	R-F3 PO3
	3	<i>Ask relevant questions in order to comprehend text.</i>	*
	4	Answer clarifying questions in order to comprehend text.	*
	5	Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	*
	6	Connect information and events in text to related text and sources.	*

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STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Compare (and contrast) literary elements across stories, including plots, settings, and characters.	R-F4 PO1 R-F5 PO1 R-F8 PO1
	2	<i>Describe characters (e.g., traits, roles, similarities) within a literary selection.</i>	R-F4 PO3
	3	<i>Sequence a series of events in a literary selection.</i>	R-F3 PO2 R-F4 PO2
	4	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	R-F3 PO4
	5	Identify the speaker or narrator in a literary selection.	*
	6	Identify rhyme, rhythm, repetition, and sensory images in poetry.	R-F5 PO3
	7	Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	R-F5 PO2
2. Historical and Cultural Aspects of Literature	1	<i>Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</i>	R-F8 PO1 R-F8 PO2 R-E6 PO3

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STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the main idea and supporting details in expository text.	R-F4 PO1
	2	<i>Locate facts in response to questions about expository text.</i>	*
	3	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. <u>(Connected to Research Strand in Writing)</u>	*
	4	Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u>	*
	5	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u>	*
2. Functional Text	1	<i>Follow a set of written multi-step directions.</i>	R-F7 PO1
	2	Provide multi-step directions.	R-F7 PO1
	3	Evaluate written directions for sequence and completeness.	R-F7PO2
	4	Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	R-F6 PO2 R-F6 PO3
3. Persuasive Text	1	Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).	R-F6 PO3
	2	Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	*

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## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 4

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Use knowledge of root words and affixes to determine the meaning of unknown words.	R-E1 PO1 R-E1 PO2
	2	Use context to determine the relevant meaning of a word.	R-E1 PO3
	3	Determine the difference between figurative language and literal language.	*
	4	Identify figurative language, including similes, personification, and idioms.	*
	5	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).	*
	6	Identify antonyms, synonyms, and homographs for given words within text.	*
5. Fluency	1	Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	*
	2	Confirm predictions about text for accuracy.	*
	3	Generate clarifying questions in order to comprehend text.	*
	4	Use graphic organizers in order to clarify the meaning of the text.	*
	5	Connect information and events in a text to experience and to related text and sources.	*
	6	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	R-F3 PO1 R-E2 PO5 R-E2 PO6 R-E2 PO7

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 4

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Identify the main problem or conflict of a plot.	R-E3 PO2 R-E3 PO6
	2	Identify the resolution of a problem or conflict in a plot.	R-E3 PO6
	3	Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	*
	4	Distinguish between major characters and minor characters.	R-E3 PO1
	5	Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	*
	6	<i>Identify the speaker or narrator in a literary selection.</i>	*
	7	Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	R-E3 PO4
	8	Compare (and contrast) the characters, events, and setting in a literary selection.	*
	9	Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	R-E3 PO5
	10	Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	R-E3 PO5
2. Historical and Cultural Aspects of Literature	1	Describe the historical and cultural aspects found in cross–cultural works of literature.	R-E6 PO1 R-E6 PO2 R-E6 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.



# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 4

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the main idea and supporting details in expository text.	R-E2 PO1
	2	Distinguish fact from opinion in expository text.	R-E2 PO2
	3	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	R-E2 PO1
	4	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	*
	5	Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. <u>(Connected to Research Strand in Writing)</u>	*
	6	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. <u>(Connected to Research Strand in Writing)</u>	*
	7	Distinguish cause from effect.	R-E2 PO5
	8	Draw valid conclusions based on information gathered from expository text.	R-E2 PO7 R-E3 PO4
2. Functional Text	1	Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	R-E5 PO2 R-E5 PO3
	2	Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	R-E5 PO2 R-E5 PO4
3. Persuasive Text	1	Determine the author's position regarding a particular idea, subject, concept, or object.	R-E4 PO1
	2	Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.	R-E4 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 5

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Use knowledge of root words and affixes to determine the meaning of unknown words.	R-E1 PO1 R-E1 PO2
	2	Use context to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	R-E1 PO3
	3	Determine the difference between figurative language and literal language.	*
	4	Determine the meaning of figurative language, including similes, personification, and idioms.	*
	5	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).	*
	6	Identify antonyms, synonyms, and homographs for given words within text.	*
5. Fluency	1	Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	*
	2	Confirm predictions about text for accuracy.	*
	3	Generate clarifying questions in order to comprehend text.	*
	4	Use graphic organizers in order to clarify the meaning of the text.	*
	5	Connect information and events in a text to experience and to related text and sources.	*
	6	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	R-E2 PO5 R-E2 PO7

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 5

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	R-E3 PO2 R-E6 PO6
	2	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	*
	3	<i>Distinguish between major characters and minor characters.</i>	R-E3 PO1
	4	Analyze how a character's traits influence that character's actions.	*
	5	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	*
	6	Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	R-E3 PO4
	7	Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.	*
	8	Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).	R-E3 PO5
	9	Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	R-E3 PO5
2. Historical and Cultural Aspects of Literature	1	<i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	R-E6 PO1 R-E6 PO2 R-E6 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 5

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Identify the main idea and supporting details in expository text.	R-E2 PO1
	2	Distinguish fact from opinion in expository text, using supporting evidence from text.	R-E2 PO2
	3	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	R-E2 PO1
	4	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)	*
	5	Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)	*
	6	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)	R-E2 PO7
	7	Identify cause and effect relationships (stated and implied).	R-E2 PO5
	8	Draw valid conclusions based on information gathered from expository text.	R-E2 PO7
2. Functional Text	1	Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	R-E5 PO2 R-E5 PO3
	2	Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	R-E5 PO2 R-E5 PO4
3. Persuasive Text	1	Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.	R-E4 PO1
	2	Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	R-E4 PO2
	3	Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.	R-E4 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 6

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Determine the effect of affixes on root words.	R-E1 PO1
	2	Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	R-E1 PO2
	3	Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	R-E1 PO2
	4	Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	R-E1 PO2
	5	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	*
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 6

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>6. Comprehension</b>	1	<i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	R-E2 PO7
	2	<i>Confirm predictions about text for accuracy.</i>	R-E2 PO7
	3	<i>Generate clarifying questions in order to comprehend text.</i>	*
	4	<i>Use graphic organizers in order to clarify the meaning of the text.</i>	*
	5	<i>Connect information and events in text to experience and to related text and sources.</i>	*
	6	Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.	R-E2 PO5
	7	<i>Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	R-E2 PO5 R-E2 PO6

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 6

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).	*
	2	Identify the theme in works of prose, poetry, and drama.	R-E3 PO5 R-E6 PO3
	3	Describe the motivations of major and minor characters.	R-E3 PO2
	4	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	*
	5	Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.	R-E3 PO1
	6	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	R-E3 PO3
	7	Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).	R-E3 PO4
	8	Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	R-E3 PO4
2. Historical and Cultural Aspects of Literature	1	Describe historical and cultural aspects in cross-cultural works of literature.	R-E6 PO1 R-E6 PO2
	2	Identify structures and stylistic elements in literature from a variety of cultures.	R-E6 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 6

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Restate the main idea (explicit or implicit) and supporting details in expository text.	R-E2 PO1
	2	Identify the theme in works of prose, poetry, and drama.	R-E2 PO3 R-E2 P06
	3	<i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i>	R-E2 PO2
	4	Identify the author's stated or implied purpose(s) for writing expository text.	R-E2 PO1
	5	<i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i>	*
	6	<i>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i>	*
	7	Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)	R-E5 PO2
	8	Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	R-E2 PO5
	9	<i>Draw valid conclusions about expository text, supported by text evidence.</i>	R-E2 PO1
2. Functional Text	1	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	R-E5 PO4
	2	Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.	R-E5 PO1
	3	<i>Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i>	R-E5 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.



**READING CROSSWALK**  
**READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD**  
**GRADE 6**

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>3. Persuasive Text</b>	1	Determine the author's specific purpose for writing the persuasive text.	R-E4 PO1
	2	Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	R-E4 PO1
	3	Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	R-E4 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 7

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	R-E1 PO1
	2	Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	R-E1 PO1
	3	Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	R-E1 PO2
	4	Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	R-E1 PO2
	5	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	*
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-E2 PO7
	2	Confirm predictions about text for accuracy.	R-E2 PO7
	3	Generate clarifying questions in order to comprehend text.	*
	4	Use graphic organizers in order to clarify the meaning of the text.	*
	5	Connect information and events in text to experience and to related text and sources.	*
	6	Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.	*
	7	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	R-E2 PO5 R-E2 PO6

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 7

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	*
	2	Recognize multiple themes in works of prose, poetry, and drama.	R-E3 PO5
	3	Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	R-E3 PO2
	4	Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	*
	5	Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.	R-E3 PO1
	6	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	R-E3 PO3
	7	Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.	R-E3 PO3
	8	Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	R-E3 PO4
2. Historical and Cultural Aspects of Literature	1	Describe the historical and cultural aspects found in cross-cultural works of literature.	R-E6 PO1 R-E6 PO2 R-E6 PO3
	2	Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	R-E6 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 7

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	<i>Restate the main idea (explicit or implicit) and supporting details in expository text.</i>	R-E2 PO1
	2	Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	R-E2 PO3 R-E2 PO6
	3	<i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i>	R-E2 PO2
	4	<i>Identify the author's stated or implied purpose(s) for writing expository text.</i>	R-E2 PO1
	5	<i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i>	*
	6	<i>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i>	*
	7	Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)	*
	8	<i>Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</i>	R-E5 PO2
	9	Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.	R-E2 PO5
	10	Make relevant inferences about expository text, supported by text evidence.	R-E2 PO1
	11	Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	R-E2 PO4
	12	Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 7

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>2. Functional Text</b>	1	<i>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</i>	R-E5 PO4
	2	Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.	R-E5 PO5
	3	Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	R-E5 PO3
<b>3. Persuasive Text</b>	1	<i>Determine the author's specific purpose for writing the persuasive text.</i>	R-E4 PO1
	2	<i>Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i>	R-E4 PO1
	3	<i>Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i>	R-E4 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 8

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	R-E1 PO1
	2	Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	R-E1 PO2
	3	Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	R-E1 PO2
	4	Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.	R-E1 PO2
	5	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	*
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-E2 PO7
	2	Confirm predictions about text for accuracy.	R-E2 PO7
	3	Generate clarifying questions in order to comprehend text.	*
	4	Use graphic organizers in order to clarify the meaning of the text.	*
	5	Connect information and events in text to experience and to related text and sources.	*
	6	Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.	*
	7	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	R-E2 PO5 R-E2 PO6

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

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# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 8

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	*
	2	Compare (and contrast) themes across works of prose, poetry, and drama.	R-E3 PO5 R-E6 PO3
	3	Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	R-E3 PO2
	4	Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	*
	5	Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.	R-E3 PO1
	6	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	R-E3 PO3
	7	Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	R-E3 PO4
2. Historical and Cultural Aspects of Literature	1	Describe the historical and cultural aspects found in cross-cultural works of literature.	R-E6 PO1 R-E6 PO2 R-E6 PO3
	2	Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	R-E6 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 8

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Restate the main idea (explicit or implicit) and supporting details in expository text.	R-E2 PO1
	2	Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	R-E2 PO3 R-E2 PO6 R-P1 PO2
	3	Distinguish fact from opinion in expository text, providing supporting evidence from text.	R-E2 PO2
	4	Identify the author's stated or implied purpose(s) for writing expository text.	R-E2 PO1
	5	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)	*
	6	Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)	*
	7	Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)	*
	8	Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)	R-E5 PO2
	9	Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.	R-E2 PO5
	10	Make relevant inferences about expository text, supported by text evidence.	R-E2 PO1
	11	Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	R-E2 PO4
	12	Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.



# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 8

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>2. Functional Text</b>	1	<i>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</i>	R-E5 PO4
	2	Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.	R-E5 PO5 R-E5 PO1
	3	Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	R-E5 PO3
	4	Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	R-E5 PO5
<b>3. Persuasive Text</b>	1	<i>Determine the author's specific purpose for writing the persuasive text.</i>	R-E4 PO1
	2	Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.	R-E4 PO1
	3	<i>Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i>	R-E4 PO2
	4	Identify specific instances of bias in persuasive text.	R-E4 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 9

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	*
	2	Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	*
	3	Distinguish between the denotative and connotative meanings of words.	*
	4	Identify the meaning of metaphors based on common literary allusions.	R-P2 PO2
	5	Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-ROM and the Internet when available).	*
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-P1 PO3
	2	Generate clarifying questions in order to comprehend text.	*
	3	Use graphic organizers in order to clarify the meaning of the text.	*
	4	Connect information and events in text to experience and to related text and sources.	R-P1 PO5
	5	Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 9

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Describe the author’s use of literary elements: <ul style="list-style-type: none"><li>• theme (moral, lesson, meaning, message, view or comment on life),</li><li>• point of view (e.g., first vs. third, limited vs. omniscient),</li><li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li><li>• setting (time of day or year, historical period, place, situation), and</li><li>• plot (exposition, conflict, rising action, climax, falling action, and resolution).</li></ul>	R-P1 PO1 R-P2 PO1 R-P2 PO2
	2	Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	R-P2 PO1 R-P2 PO2
	3	Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).	R-P2 PO1 R-P2 PO2 R-P5 PO2
	4	Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.	R-P2 PO1 R-P2 PO2
2. Historical and Cultural Aspects of Literature	1	<i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	*
	2	Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	R-P5 PO2
	3	Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	R-P5 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 9

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	R-P1 PO2 R-P1 PO4
	2	Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	R-P3 PO1
	3	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)	R-P3 PO1 R-P4 PO2
	4	Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)	*
	5	Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)	*
	6	Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	R-P4 PO2
	7	Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	R-P1 PO4
	8	Support conclusions drawn from ideas and concepts in expository text.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 9

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>2. Functional Text</b>	1	Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.	*
	2	Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to draw conclusions.	*
	3	Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	R-P4 PO3
<b>3. Persuasive Text</b>	1	Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.	R-P3 PO3
	2	Evaluate the appropriateness of an author's word choice for an intended audience.	R-P3 PO2
	3	Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.	R-P3 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 10

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	*
	2	Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	*
	3	Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).	R-P2 PO2
	4	Identify the meaning of metaphors based on common literary allusions.	R-P2 PO2
	5	Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-ROM and the Internet when available.)	*
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-P1 PO3
	2	Generate clarifying questions in order to comprehend text.	*
	3	Use graphic organizers in order to clarify the meaning of the text.	*
	4	Connect information and events in text to experience and to related text and sources.	R-P1 PO5
	5	Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 10

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Analyze the author’s use of literary elements: <ul style="list-style-type: none"><li>• theme (moral, lesson, meaning, message, view or comment on life),</li><li>• point of view (e.g., first vs. third, limited vs. omniscient),</li><li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li><li>• setting (time of day or year, historical period, place, situation), and</li><li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li></ul>	R-P1 PO1 R-P2 PO1 R-P2 PO2 R-P5 PO1
	2	Analyze the author’s use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	R-P2 PO1 R-P2 PO2
	3	Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).	R-P2 PO1 R-P5 PO2 R-P2 PO2
	4	Identify how an author's choice of words and imagery sets the tone and advances the work's theme.	R-P2 PO1 R-P2 PO3
2. Historical and Cultural Aspects of Literature	1	<i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	*
	2	<i>Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</i>	R-P5 PO2
	3	<i>Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</i>	R-P5 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 10

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	R-P1 PO1 R-P1 PO2 R-P3 PO2
	2	Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.	R-P3 PO1
	3	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)	*
	4	Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)	*
	5	Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)	*
	6	Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	R-P4 PO2
	7	Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	R-P1 PO4
	8	Support conclusions drawn from ideas and concepts in expository text.	R-P1 PO4

\*This performance objective is new to the Reading Standard Articulated by Grade Level.



# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 10

CONCEPT	PO	ITEM DESCRIPTION	1996 ARIZONA READING STANDARD
<b>2. Functional Text</b>	1	<i>Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.</i>	*
	2	<i>Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to draw conclusions.</i>	*
	3	Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).	R-P4 PO1 R-P4 PO3
<b>3. Persuasive Text</b>	1	Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.	R-P3 PO3
	2	Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.	R-P3 PO3
	3	<i>Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</i>	R-P3 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 11

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades K-3)	
2. Phonemic Awareness		(Grades K-2)	
3. Phonics		(Grades K-3)	
4. Vocabulary	1	Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	*
	2	Identify the meaning of metaphors based on literary allusions and conceits.	R-P2 PO2
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-P1 PO3
	2	Generate clarifying questions in order to comprehend text.	*
	3	Use graphic organizers in order to clarify the meaning of the text.	*
	4	Connect information and events in text to experience and to related text and sources.	R-P1 PO5
	5	Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 11

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	Evaluate the author’s use of literary elements: <ul style="list-style-type: none"><li>• theme (moral, lesson, meaning, message, view or comment on life),</li><li>• point of view (e.g., first vs. third, limited vs. omniscient),</li><li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li><li>• setting (time of day or year, historical period, place, situation), and</li><li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li></ul>	R-P1 PO1 R-P2 PO1 R-P2 PO2 R-P5 PO1
	2	Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.	R-P2 PO1 R-P2 PO2
	3	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	R-P2 PO1 R-P2 PO2 R-P5 PO1
	4	Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.	R-P2 PO1 R-P2 PO2
	5	Analyze an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.	R-P2 PO3
	6	Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).	R-P2 PO3
2. Historical and Cultural Aspects of Literature	1	<i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	*
	2	Relate literary works to the traditions, themes, and issues of their eras.	R-P5 PO2
	3	Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.	R-P5 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 11

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Critique the consistency and clarity of the text's purposes.	R-P3 PO2
	2	Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).	R-P3 PO1 R-P4 PO3
	3	<i>Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</i>	R-P1 PO4
	4	Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.	R-P3 PO3
2. Functional Text	1	Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.	R-P4 PO1 R-P4 PO2
3. Persuasive Text	1	Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.	R-P3 PO3
	2	Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.	R-P3 PO3
	3	<i>Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</i>	R-P3 PO1 R-P3 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 12

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 1: READING PROCESS			
CONCEPT	PO	ITEM DESCRIPTION	
1. Print Concepts		(Grades 1-3)	
2. Phonemic Awareness		(Grades 1-2)	
3. Phonics		(Grades 1-3)	
4. Vocabulary	1	Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	*
	2	Identify the meaning of metaphors based on literary allusions and conceits.	R-P2 PO2
5. Fluency	1	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*
6. Comprehension	1	Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	R-P1 PO3
	2	Generate clarifying questions in order to comprehend text.	*
	3	Use graphic organizers in order to clarify the meaning of the text.	*
	4	Connect information and events in text to experience and to related text and sources.	R-P1 PO5
	5	Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	*

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 12

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 2: COMPREHENDING LITERARY TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Elements of Literature	1	<i>Evaluate the author’s use of literary elements:</i> <ul style="list-style-type: none"><li>• <i>theme (moral, lesson, meaning, message, view or comment on life),</i></li><li>• <i>point of view (e.g., first vs. third, limited vs. omniscient),</i></li><li>• <i>characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</i></li><li>• <i>setting (time of day or year, historical period, place, situation), and</i></li><li>• <i>plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</i></li></ul>	R-P1 PO1 R-P2 PO1 R-P2 PO2 R-P5 PO1
	2	<i>Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.</i>	R-P2 PO1 R-P2 PO2
	3	Analyze a writer’s word choice and imagery as a means to appeal to the reader’s senses and to set the tone, providing evidence from the text to support the analysis.	R-P2 PO1 R-P2 PO2 R-P5 PO1 R-P5 PO2
	4	Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.	R-P5 PO1
	5	Analyze characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.	*
	6	Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.	R-P2 PO3
	7	<i>Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</i>	R-P2 PO3
2. Historical and Cultural Aspects of Literature	1	<i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	*
	2	Relate literary works and their authors to the seminal ideas of their eras.	*
	3	Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.	R-P5 PO2

\*This performance objective is new to the Reading Standard Articulated by Grade Level.

4/03/03

# READING CROSSWALK

## READING STANDARD ARTICULATED BY GRADE LEVEL TO 1996 READING STANDARD

### GRADE 12

READING STANDARD ARTICULATED BY GRADE LEVEL			1996 ARIZONA ACADEMIC CONTENT STANDARD: READING
STRAND 3: COMPREHENDING INFORMATIONAL TEXT			
CONCEPT	PO	ITEM DESCRIPTION	
1. Expository Text	1	Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.	R-P4 PO1
	2	Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.	R-P3 PO1 R-P4 PO3
	3	Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources. ( <u>Connected to Research Strand in Writing</u> )	R-P4 PO3
	4	Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.	R-P1 PO4 R-P3 PO2
	5	Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.	R-P1 PO4 R-P3 PO2
2. Functional Text	1	Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.	R-P4 PO2 R-P4 PO3
	2	Evaluate the logic within functional text.	R-P4 PO2
3. Persuasive Text	1	Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.	R-P3 PO3
	2	Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	R-P3 PO3
	3	<i>Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</i>	R-P3 PO1 R-P3 PO3
	4	Evaluate persuasive sources for adherence to ethics.	R-P3 PO3

\*This performance objective is new to the Reading Standard Articulated by Grade Level.